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ABSTRACT

The materials in this teaching guide represent the first quarter of a community college program designed to teach paraprofessionals how to tutor in an adult literacy program. Techniques for teaching reading and English as a second language are included. A pretest of paraprofessional knowledge of reading and a questionnaire for paraprofessionals are initial components of the guide. Means of informal assessment for both native language speakers and English as a second language speakers are provided. Practice situations in teaching by language experience and structure drills are described. Attributes of the successful teacher of adults and attributes of the adult learner are discussed. (MKM)

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COURSE OUTLINE

Workshop I: Paraprofessional Training

Conducted through Aims Community College

Greeley, Colorado

Fall Quarter, 1975

Consortium of Adult Reading Academies

National Right to Read Effort

Compiled by:

Kathy Santopietro, Associate Director

Joye Jenkins Coy, Ed.D., Project Director

CS 002 730

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I. Orientation to Adult Literacy

Objectives:

A. Approximately fifty paraprofessionals, supervisors and teachers of adult literacy will receive an overview of adult literacy through a workshop format.

B. Workshop participants will receive the opportunity to meet other people from the North-Central Colorado counties who will be involved in literacy activities.

Activities:

A. Representatives from the United States Office of Education, State Department of Education, State Right to Read Office and university resource centers will give presentations regarding their function in the area of adult literacy.

B. A one-half hour break will be provided to allow participants to share ideas and to contact specific speakers for discussion purposes.

Materials:

A. Bus transportation to Boulder county for Weld and Larimer county participants.

B. Rental of Ramada Inn meeting rooms.

C. Dissemination of information regarding program. *

D. Arrange to take photos of speakers during the workshop. **

* See next page

** Photos sent to Joseph Moore, Project Information Dissemination Officer, Right to Read Office, Washington, D.C.

CONSORTIUM OF ADULT READING ACADEMIES

Subject: Orientation Workshop

Date: October 9, 1975 - Thursday morning
8:30 a.m. - 12:00 noon

Place: Ramada Inn
I-25, Exit 118
Longmont, Colorado

Program:		Speaker	Area
8:30 - 9:00	Coffee, tea and rolls		Lobby
9:00 - 9:15	Introduction	Dr. Don A. Brown University of Northern Colorado	Meeting Room
9:15 - 10:45	Revolving Sessions	Dr. Roy Minnis U.S.O.E.	Dining Room (1)
	(three one-half hour repeat sessions)	John Brennan, Director Adult Education and Richard Rangel, Consultant Migrant Education, Colorado Department of Education	Meeting Room (2)
		Sylvia Ratliff Right to Read	Pool Area (3)
10:45 - 11:15	Refreshments		Lobby
11:15 - 12:00	Question/Answer Session Regarding Volunteer Literacy Programs	Diane Davalos Denver Public Library	(3)
	Resource Materials for Adult Literacy	Kathleen Vonderhaar & Rosie Casey, Resource Center, Colorado Department of Education	(2)
		Ginny Ricard, Project ACT, Colorado State University Film Presentation	(2)

* Bus Transportation:
Leaves Greeley, Aims Community College - 7:15 a.m.
Leaves Loveland, Administration Building - 8:00 a.m.

Return Trip: Leaves Ramada Inn - 1:00 p.m.

II. Teaching Adults: Introduction

Objectives:

A. Paraprofessionals will complete a data card and will take a pre test on adult literacy.

B. Paraprofessionals will be able to name four needs of adults entering an ABE program and to give suggestions for meeting those needs.

C. Paraprofessionals will be able to give at least five reasons why testing a beginning participant is valuable.

D. Paraprofessionals will be able to name five procedures to use when formally testing adults.

E. Paraprofessionals will be able to give at least three examples of learning characteristics that can be determined with initial contact in the students home.

Activities:

A. Role playing situation:

A tutor visiting a student for the first time
Questions:
1. What did the tutor do wrong?
2. What are some of the needs of the student?
3. How would you have handled the situation?

Materials:

A. Hand out sheets.

1. Needs assessment and informal testing
2. Orienting New ABE Students
3. Testing New Students
4. [illegible]SI Inventory
5. Tutor Information Sheet
6. Tomato Soup Cake

TUTOR INFORMATION SHEET

NAME: _____

ADDRESS: _____

PHONE: _____

STUDENT: _____

ADDRESS: _____

STUDENT LEVEL AND OBJECTIVE: _____

_____

_____

MATERIALS: _____

_____

_____

SOME OF MY NEEDS AS A TUTOR IN ABE ARE:

Aims Community College

Paraprofessionals for Adult Literacy

Data Sheet

Name: _____ Age: _____

Address: _____ Married: _____ Single: _____

Phone: _____ No. of children: _____

Check level of schooling:

Grade 6: _____ Grade 8: _____ Grade 10: _____ H.S. Diploma: _____

Community College: _____ University: _____

Schooling in any other country? Yes: _____ No: _____ Where: _____

_____ Level Completed: _____

Would you like to tutor in the program next year if you are living in the area? Yes: _____ No: _____

---

1. Do you think that teaching adults will be interesting work? Give some reasons for your answer.

Paraprofessional
Pre Test
Assessment I

1. In the United States, how many millions of adults are estimated to be "functionally illiterate"? _____

2. What does "functionally illiterate" mean? _____

3. List three ways in which teaching of adults is different from teaching children. _____

4. What does "establish rapport" mean? _____

5. What does "body language" mean? _____

6. What does ESL mean? _____

7. When you meet your student for the first time, you can assess some of his/her needs through observation. List three needs that you might observe.

8. Name five community agencies that can serve as "support systems" for your student. _____

9. List five possible levels of ESL. _____

10. What is an informal reading inventory? _____

11. What types of reading errors can be coded on the informal reading inventory?

12. What three reading levels are assessed by the informal reading inventory?

13. Tell how a knowledge of each level can aid in the selection of materials for your student. _____

14. Name the word attack skills. _____

15. List five guidelines for vocabulary development. _____

GUIDESHEET FOR LESSON I

NEEDS ASSESSMENT AND INFORMAL TESTING

1. What are four needs of adults entering an ABE program and how do we meet these needs?

2. What are some things you can do as a tutor to find out on what level your student is able to speak English?

3. Why is testing valuable for the ABE tutor and student?

4. Name five procedures to use when formally testing adults.

5. Give some examples of student learning characteristics that can be determined in the initial contact with student and tutor.

6. Some of my needs as an ABE tutor are:

ORIENTING NEW ABE STUDENTS [1]

Some Needs of Adults in ABE:

Physiological Needs
Safety Needs
Self-Esteem Needs
Self-Actualization Needs
Success in Achievement

Meeting Physiological Needs:

1. Attempt to identify physical impairments without embarrassing the student.
2. Provide opportunities to receive needed medical attention.
3. Provide initial experiences which will enable students to progress in spite of under-developed perceptual-physical skills.

Meeting Safety Needs:

1. Use an informal and friendly approach with new ABE students.
2. Present an accurate picture of what ABE students will be getting out of the whole program.
3. Familiarize students with the learning environment. (if not in the home)

Meeting Self-Esteem Needs:

1. Provide students with opportunities to enhance their feelings of self worth with encouragement in success and optomistic attitude.
2. Constantly reinforce new students during their initial learning activities.
3. Provide new students with materials which are consistant with their abilities and which reflect their needs and interests.

Meeting Self-Actualization Needs:

1. Involve students in the clarification of his specific needs and interests.
2. Encourage former students who have completed ABE program to visit with students.

Meeting Success in Achievement Needs:

1. Give students encouragement when small successes are achieved.
2. Provide students with opportunities to teach others and to use their talents as adults to share experiences that may prove to be valuable to tutor and other students.

1. Starting Students Successfully In Adult Basic Education, Don F. Seaman.

TESTING NEW STUDENTS [1]

There are both formal and informal ways to test adults who are interested in ABE programs. Most teachers and tutors will find it best to use informal testing because most adults have some inhibitions when it comes to an education.

WHY TEST?

Some reasons why testing is important to both tutor and student are:

1. To determine level of reading ability so that proper materials can be chosen.
2. To determine level of English so that tutors can decide a beginning point for teaching ESL.
3. To determine student interest and abilities.
4. To determine if student is literate in his native language.
5. To determine student need and academic level of learning.
6. To determine physiological problems.

HOW TO TEST:

Some testing techniques can be used during the initial contact with the student. For example, tutors can find out if a student is able to read and write on the first meeting with a student without ever directly asking the student. (some of these techniques will be discussed in class)

For some students, particularly more advanced students, the tutor may decide to use formal testing. Some basic procedures for testing formally are:

Carefully explain the purposes of the test

Create a relaxed and informal atmosphere for the testing procedure

Use the test results to determine materials

Use tests and procedures that are approriate for adults

1. Starting Students Successfully in Adult Basic Education, Don F. Seaman.

SUMMARY

English As A Second Language Assessment

Purpose:

The following diagnostic procedure has been developed for use by tutors of English as a Second Language. The purpose of this packet is to provide tutors with a brief, efficient measurement of a students' ability to speak English as a Second Language. Results of the measurement may be used to determine

1. initial entry levels
2. subsequent progress of the student
3. types of instruction activities which would facilitate an individualized learning program.

Rationale:

Experienced teachers of English as a Second Language realize that students cannot be grouped into one large mass titled "ESL". These teachers are aware of the fact that there are several levels of ESL proficiency and that a knowledge of the entry and progress levels of their students is beneficial in planning relevant instructional activities.

The following procedure does not propose to label adult learners for the purposes of grouping and classifying. The information derived is meant to be a guide which will enable the tutor to meet the needs of the learner as quickly and efficiently as possible.

Description:

The procedure is divided into five levels which are indicative of the auditory comprehension and oral levels of English proficiency at the time of administration. Administration of the procedure is discontinued when the learner cannot satisfactorily complete the required number of items within a level.

Level 1 indicates little or no proficiency in speaking and writing English.

Materials: Enrollment card
Procedure: Interview

Level 2 indicates some auditory comprehension of the English language.

Materials: Picture sets, questions
Procedure: Tutor asks learner to point to specific pictures

Level 3 indicates an initial level of oral profeciency in English.

Materials: Questions, pictures
Procedure: Tutor asks learner to verbally describe the activity that is shown in a picture

Description:

Level 4 indicates an intermediate level of survival oral profieciency in English.

Materials: Questions
Procedure: Tutor asks questions which require oral responses in English.

Level 5 indicates an advanced level of oral proficiency in English.

Materials: Questions
Procedure: Tutor asks questions which require manipulation of English sentences.

Suggested Activities for entry levels:

Level 1 Little Or No English

1. Writing (name and address)
2. Sight words
3. Language experiences
4. Simple language drills, greetings

Level 2 Receptive English

All of the above plus oral response:

1. Directed dialog
2. Sentence structure drills
3. Conversational dialog

Level 3 Initial Oral English

All of the above plus:

1. Verbs, substitution, sentence order
2. Complete sentence structure

Level 4 Survival English

All of the above plus:

1. Advanced functional sight words
2. Vocabulary pertaining to coping skills
3. Functional reading and writing
4. Conversational dialog
5. Oral comprehension exercises

Level 5 Advanced English

All of the above plus:

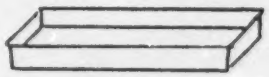
1. Reading and writing for pleasure and information
2. Advanced conversation

* Diagnostic Instrument: First draft sent to Andres Montez, Project Officer, National Right to Read Office, Washington, D.C.; Field tested November 1975.

TOMATO SOUP CAKE

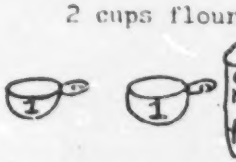
1. PREHEAT OVEN TO 350°

2. GREASE AND FLOUR PAN



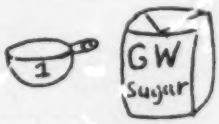
3. Mix together:

2 cups flour



+

1 cup sugar

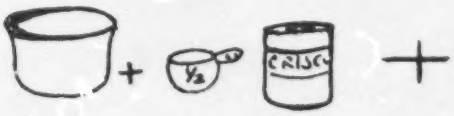


½ t. cinnamon

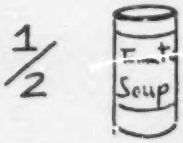
½ t. ground cloves

½ t. ground nutmeg

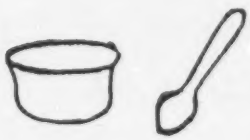
4. ADD: ½ cup shortening



½ can tomato soup



5. BEAT WELL (150 strokes)



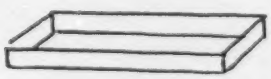
6. ADD: remaining soup

2 eggs

7. BEAT 2 MINUTES MORE

2

8. POUR INTO PAN



9. BAKE FOR 30 to 35 MINUTES

30-35

RAISINS CAN BE ADDED FOR TASTE

III. Informal Reading Inventory

Objectives:

A. Paraprofessionals will have an introduction to the use of the Informal Reading Inventory.

B. Paraprofessionals will practice coding oral reading errors.

Activities:

Slide presentation - "Philip" (Demonstration film)

Guest speaker: Dr. Michael P. O'Donnell, Technical Assistant, National Right to Read Effort

Demonstration of coding oral reading errors

Materials:

Hand outs:

Word Recognition Test and Oral Reading passages taken from Advanced Informal Reading Inventory, Michael P. O'Donnell and Suzanne G. Snow, 1975.

Transparencies for overhead projector

	Comprehension	Vocabulary
INDEPENDENT LEVEL:	90%	99%
INSTRUCTIONAL LEVEL:	75%	95%
FRUSTRATION LEVEL:	50% and below	90%
LISTENING CAPACITY LEVEL:	When the student can comprehend 75% of the material that is read to him.	

The following are oral errors noted in scoring an informal reading inventory:

Type of Error	Code
1. repetition - the repeating of a word or phrase	~~~
2. substitution - saying one word instead of the one in print	write in word pronounced
3. addition - inserting an additional word	^ write word
4. pronunciation - the examiner pronounces an unknown word for the person	P
5. omission - omitting a word or phrase	circle word ○ omitted

Standards for evaluating an informal reading test:

Independent reading level: This is the level at which a student can read without the need for assistance. A student's comprehension is 90% or better after reading orally and after reading silently. In reading orally the student correctly pronounces 99% or more of the running words. The student averages no more than one reading error in forty running words when reading orally; his reading is fluent and his phrasing is proper. When reading the student shows no characteristics of tension such as excessive head movements, finger pointing, tight gripping of the reading materials, etc. In silent reading the student does not whisper or move his lips.

Instructional reading level: This is the level or levels at which the student can profit from and needs instruction from a teacher. The student's comprehension is from 70 to 90% after both oral and silent reading. The student correctly pronounces 95 to 99% of the running words when reading orally. He averages no more than one oral reading error in eleven running words when reading orally, his oral reading is fluent, and his phrasing is proper. The student shows no signs of tension or nervousness when reading, and does not move his lips or whisper when reading silently.

Frustration level: This is the lowest book level at which the first sign of frustration appears. A student's comprehension is 50% or less after oral or silent reading. He correctly pronounces only 90% or less of the running words when reading orally and averages one error or more in each ten running words when reading orally. His reading is characterized by any or all of the following:

1. word-by-word oral reading
2. poor phrasing in oral reading
3. finger pointing
4. signs of tension
5. whispering in silent reading

WORD RECOGNITION TEST IN ISOLATION *

The Word Recognition Test in Isolation consists of lists of high frequency words at various reader levels. The concept of a vocabulary list for specific grade levels is not a valid assumption. Words will vary according to personal contact and reading programs. The value of the test is to assess words known at sight and words that can be successfully decoded through the application of phonics and structural analysis skills.

After the student misses five words in the untimed column, discontinue the test and begin with the graded paragraphs one reader level below where the errors were observed. For complete administration and utilization instructions, see Teaching Reading to the Untaught, pp 7 - 26.

Initial Reading

Stimulus	Sight	Analysis	Stimulus	Sight	Analysis
1. with	____	_____	11. did	____	_____
2. me	____	_____	12. no	____	_____
3. better	____	_____	13. red	____	_____
4. he	____	_____	14. they	____	_____
5. we	____	_____	15. at	____	_____
6. my	____	_____	16. on	____	_____
7. away	____	_____	17. one	____	_____
8. can	____	_____	18. some	____	_____
9. like	____	_____	19. have	____	_____
10. are	____	_____	20. do	____	_____

* Diagnostic Instrument: Sample page: Advanced Informal Reading Inventory, Michael P. O'Donnell and Suzanne Snow, 1975
Teaching Reading to the Untaught, Michael P. O'Donnell, 1975

ADVANCED INFORMAL READING INVENTORY **

Second Reader Level Oral Reading (6 errors)

Motivation: Tornadoes cause much damage. Read this selection to find out how they strike.

The day is very humid. There may have been a thunder storm. Suddenly the sky becomes dark and strange. The air turns very still. Then you hear a loud roar. A black mass of air sweeps down from a cloud. A tornado is about to strike!

Tornadoes can do more damage than any other storm. They arise quickly and last only seconds. Winds can be more than 200 miles an hour. The path can be straight or winding. Some tornadoes stay on the ground. Others rise and fall. Damage can range from a few feet to 300 miles. No wonder they are called the "Devil's Madness."

1. What is the weather like before a tornado? (humid, cloudy, thunder storm)
2. When do you know a tornado is about to strike? (black mass of air appears)
3. How long does a tornado last? (only seconds)
4. How large an area can a tornado damage? (few feet to 300 miles)
5. Describe the path of a tornado. (straight or winding, on the ground)
*6. What does the term "devil's madness" mean in this selection?
*7. Where do you think the safest place would be during a tornado? (underground)
*8. What would be a good name for this selection?
*9. What time of the year are tornadoes most likely to happen? Why?
*10. Do you think the writer has left out any other information on tornadoes? Discuss.

* accept reasonable inference

** Diagnostic Instrument: Sample page: Advanced Informal Reading Inventory, Michael P. O'Donnell and Suzanne Snow, 1975.

IV. Langunge Experience And Sight Vocabulary

Objectives:

A. Paraprofessionals will be able to define "Language Experience" and "Sight Vocabulary".

B. Paraprofessionals will be able to give at least five examples of common sight words that they might find valuable in their teaching experience.

C. Paraprofessionals will be able to name 2 procedures involved in teaching sight vocabulary as ESL.

D. Paraprofessionals will create a lesson, using available items, that involves language experience and sight vocabulary.

E. Paraprofessionals will be able to demonstrate how to teach sight words as oral language rather than reading experience.

Activities:

Small group:

Using the materials and items in the bag, create a lesson that uses sight vocabulary and language experience.

Demonstrate how your group decided to teach the vocabulary.

How many sight words are in your bag?

Materials:

Five bags for the five small groups containing common household items and common experience stories.

V. Experience Story

Objectives:

A. Paraprofessionals will be able to define "Experience Story".
B. Paraprofessionals will be able to explain why experience story is valuable in teaching ESL, in finding student interest and in choosing sight words.
C. Paraprofessionals will be able to name the eight steps to follow when teaching the experience story.
D. From a sample experience story, Paraprofessionals will be able to choose the sight vocabulary, name procedures for teaching the vocabulary and suggest possible home-made materials for teaching these words.
E. Paraprofessionals will be able to write an experience story and to teach the words from their own story.
F. Paraprofessionals will be able to give at least 2 ways to expand the experience story so that learning other aspects of the language is possible.

Activities:

Small Groups:

Write an experience story with another person and demonstrate to the class how you would use the story in a tutoring situation.

Materials:

Sample experience story: Pictures
Flash cards
Hand out: Using The Experience Story

Using the Experience Story

What is an "experience story"?

The experience story is a short paragraph told by a student about an experience he or she has had.

Why is an "experience story" effective?

This story told by the student is most effective because the English translation or the English story are words of the student himself rather than of a work book or other person.

How to use an "experience sotry".

1. Ask the student a simple question that will require a short experience answer. For example, "What did you do today?". If student only speaks Spanish, ask him in Spanish and expect a response in Spanish.
2. Write the story, limiting it to only a few simple sentences in English.
3. Read the story to the student. If the student is able, ask him to read the story.
4. Choose words from the story that are common nouns.
5. Write these nouns on flash cards.
6. Review each word several times to practice pronunciation and comprehension.
7. Use the common verbs (to be, to have, to need, to want) in other sentences or in dialogs or in substitution drills.
8. Reinforce the vocabulary used in the story with anything that will help students learn the English involved.

VI. Structure Drills and Exercises

Objectives:

A. Paraprofessionals will be able to name at least three kinds of structure drills and to explain their purpose.
B. Paraprofessionals will be able to create one structure drill or exercise and to demonstrate its use in a role playing situation.
C. Paraprofessionals will be able to identify these kinds of exercises:
    1. multiple choice
    2. blank completion
    3. matching
D. Paraprofessionals will be able to adapt a written exercise for oral practice.
E. Paraprofessionals will be able to give some examples of how to use drills and exercises to reinforce learning of sight words and words learned from an experience story.
F. Paraprofessionals will be able to write an original exercise to be given orally or written and will demonstrate how to teach with this exercise to the class.

Activities:

Role playing:
Divide into groups with one tutor to one student
create a learning situation
demonstrate how to use the exercise or drill that you have written

Materials:

Hand outs:
Structure Drills
Completion
Matching
Substitution

STRUCTURE DRILLS

1. Substitution:

In this drill, students use another word of the same class in the place of the word in the sentence. A noun is replaced by another noun, a verb by a verb, and an adjective by an adjective, a determiner by a determiner.

SPOKEN WORD:

Teacher - "I have a pencil"	Student - "I have a pencil"
Teacher - "ruler"	Student - "I have a ruler"
Teacher - "pen"	Student - "I have a pen"

OBJECT:

This time show the object instead of saying the word.

PICTURES:

Used instead of words or objects.

WRITTEN WORD:

Use flash cards with the words instead of object or pictures.

2. Replacement:

The students replace one element for another.

PRONOUNS FOR NOUNS:

Teacher - "John has a pencil"	Student - "He has a pencil"
Teacher - "The boys won the game"	Student - "They won the game"

ADVERBS FOR ADVERBS:

Teacher - "I <u>often</u> speak to him"	Student - "I speak to him many times a week"

PRONOUNS FOR PRONOUNS:

Teacher - "I see the man"	Student - "I see him"
Teacher - " I want some cake"	Student - "I want it"

VERBS FOR VERBS:

Teacher - "I <u>have to go</u> now"	Student - "I <u>must go</u> now"

3. Paired Sentences:

Teacher - "Mary likes to study"	Student - "I like to study, too"
Teacher - " Joan is pretty. What about Helen?"	Student - "She is pretty too"

4. Transformations:

Teacher - "He has a pencil"	Student - "Does he have a pencil?"
Teacher - "Do you have a pencil?"	Student - "No, I don't have a pencil"

5. Expansion:

Teacher - "Always"	Student - "I always have a pencil"
Teacher - "I'm sure"	Student - "I'm sure I have a pencil"
Teacher - "I think"	Student - "I think I have a pencil"
Teacher - "I know"	Student - "I know I have a pencil"

6. Reduction:

Reduce a sentence

Teacher - "I have a pencil"	Student - "I have it"
Teacher - "I'm going to the library"	Student - "I'm going there"
Teacher - "I think it is raining"	Student - "I think so"

7. Directed Practice:

A student is directed to ask a question of another. The other student is directed to answer:

Teacher - "X ask Y, 'Do you have a pencil?'"	Student - "Y, tell X, 'I have a pencil.'"
Teacher - "X, ask Y if he has a pencil."	Student - "Y, tell X, 'yes'"

8. Integration:

Two short sentences to form one

Teacher - "I have a pencil. It's red."	Student - "I have a red pencil"
Teacher - The woman is in the store. She's my sister."	Student - "The woman in the store is my sister."

9. Progressive Replacement:

Only one element changes each time.

Teacher - "I have a red pencil"	Student - "I have a red pencil"
Teacher - "green"	Student - "I have a green pencil"
Teacher - "He"	Student - "He has a green pencil"
Teacher - "Mr. Jones"	Student - "Mr. Jones has a green pen"

COMPLETION DRILLS

1. He wears _____ _____ on his feet.
   A. shoes B. choose
2. He wears the _____ on his head.
   A. coat B. Hat
3. She wears this _____.
   A. dress B. mess
4. They are wearing _____.
   A. pants B. paints
5. I am wearing a _____.
   A. jacket B. packet
6. When it is cold we wear _____.
   A. skirt B. coats

SUBSTITUTION DRILLS

Substitute the correct words and make the necessary changes.

Substituya las palabras y haga los cambios necesarios.

This exercise may be done orally.

1.	How much is a can of tomato soup?	1.	How much is a can of tomato soup?
2.	chile beans	2.	_____
3.	pineapple	3.	_____
4.	tomato soup	4.	_____
5.	spinach	5.	_____
6.	jar of peanut butter	6.	_____
7.	jelly	7.	_____
8.	box of crackers	8.	_____
9.	cereal	9.	_____
10.	carton of eggs	10.	_____

BLANK COMPLETION

Llena los espacios con las palabras correctas de la lista abajo
Fill in the blanks with the correct word or words from the word list below.

There are _____ basic food groups. They are the _____ group, the _____ group, the _____ group, and the _____ group. Ice cream belongs to the _____ group. Eggs are in the _____ group. Pineapple is in the _____ group. Noodles are in the _____ group.

Word list:

five	fruits and vegetables
meat	milk
breads and cereals	fish
flour	

MATCHING

1.	_____	clerk	A. linea
2.	_____	store	B. comida
3.	_____	to buy	C. tienda
4.	_____	to need	D. querer
5.	_____	How much?	E. comprar
6.	_____	Where?	F. necesitar
7.	_____	to sell	G. Cuanto?
8.	_____	price	H. vender
9.	_____	food	I. precio
10.	_____	can	J. Cual?
11.	_____	to want	K. bote
12.	_____	which?	L. dependiente
13.	_____	aisle	M. Donde?

VII. English as a Second Language Assessment

Objectives:

A. Paraprofessionals will return answer sheets from their initial field testing of ESLA.

B. Paraprofessionals will critique ESLA regarding administration, scoring and individual test items.

C. Paraprofessionals will be able to name procedures to remember when giving the test.

Activities:

Open Discussion
Role Playing
Review of ESLA Answer Sheets

Materials:

ESLA Inventory
ESLA Answer Sheets

English As A Second Language Assessment (ESLA)

Answer Sheets

Name: _____ Sex: _____

Age: Under 25 ___ 25-34 ___ 35-44 ___ 45-54 ___ 55-64 ___ 65 and over ___

Level 1 Little or No English

A. Can write name and address Yes ___ No ___

	Acceptable	Not Acceptable		Acceptable	Not Acceptable
1.	_____	_____	5.	_____	_____
2.	_____	_____	6.	_____	_____
3.	_____	_____	7.	_____	_____
	Option ___	Option ___			
4.	_____	_____			
	Option ___	Option ___			

Total: _____

Comments: _____

_____

_____

_____

Level 2 Receptive English

	Acceptable	Not Acceptable		Acceptable	Not Acceptable
1.	_____	_____	5.	_____	_____
2.	_____	_____	6.	_____	_____
3.	_____	_____	7.	_____	_____
4.	_____	_____	8.	_____	_____

Total: _____

Comments: _____

_____

_____

_____

Level 3 Initial Oral English

	one word	two words	Incorrect Verb Form	Correct Verb Form	Complete Sentences
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
Totals:					

Comments: _____

_____

_____

_____

Level 4 Survival English

	Acceptable	Not Acceptable
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

Acceptable Responses

(Any response which indicates that the student understands the question.) Examples:

happy, smiling

sad, sorrowful

hungry, starving

thirsty, dry

tired, worn out, sleepy

cold, freezing, chilly

clinic, doctor's office, health office

police, police station, Sheriff

employment office, factory

Comments: Total: _____

_____

_____

_____

Level 5 Advanced Oral English

	Acceptable	Not Acceptable		Acceptable	Not Acceptable
1.	_____	_____	7.	_____	_____
2.	_____	_____	8.	_____	_____
3.	_____	_____	9.	_____	_____
4.	_____	_____	10.	_____	_____
5.	_____	_____	11.	_____	_____
6.	_____	_____	12.	_____	_____

Total: _____

Comments: _____

_____

_____

_____

VIII. Attributes of a Successful Teacher of Adults

Objectives:

A. Paraprofessionals will be able to list the five attributes of a successful teacher as given in a learning module.

B. Paraprofessionals will be able to list four adult learning needs which are different from student learning needs.

C. Paraprofessionals will be able to list three important helper behaviors.

Activities:

Use slide - tape presentation
Discussion

Materials:

Learning Module: "Attributes of a Successful Teacher of Adults"
(Slide tape presentation)
Regional Resource Team in Adult Teaching and Learning, Project ACT, Colorado State University, Fort Collins, Colorado. 1974

Tutoring Considerations

A. Personal Attributes

Volunteer tutors will encounter many situations which are unfamiliar to their experiential backgrounds and will have to make an effort to adapt to these new and often unique experiences. The educational and often the socio-economic backgrounds of the tutors might be different from those of the adults they will be called upon to tutor. In some cases, the adults, themselves, might not be able to cope with receiving instruction from a student who is younger than he/she. Unfortunately, these gaps may be too large for the adults and tutors to bridge successfully. When this happens, tutors must make some mature decisions.

One decision might be to request reassignment to another adult. Adult learners are of primary concern in any literacy program and tutors who are genuinely committed to the task of teaching will want their students to be with persons who can work harmoniously and efficiently with them.

A second decision might be to evaluate the situation in light of tutor strengths. Perhaps the tutor is better suited to working with another group within the community, e.g., small children, senior citizens, rehabilitation, special education. Communities are made up of many groups with varied needs; the tutor need only to discover where he/she functions most effectively.

B. Attributes of a Successful Teacher of Adults*

The five attributes of a successful teacher of adults presented in this learning module are:

1. Knowledge of the Adult as a Learner
2. Principles and Conditions of Adult Education
3. Knowledge of Subject Matter
4. Knowledge of Self
5. Display of Critical Helper Behavior

1. Knowledge Of The Adult As A Learner

a. Adults enter the learning situation with needs different from those of youth. Adults usually come to the learning situation voluntarily. The learning venture is usually part-time and must be coordinated with the myriad of other responsibilities of adults, such as those related to job and home.

b. Adults also have many experiences which may be incorporated as a meaningful part of learning inter-action. These experiences in life have built in each a valuable resource of knowledge.

c. The adult takes part in a learning experience by choice and with a purpose.

d. Motivation is strong, and in some cases must be very strong to overcome past educational experiences which may have been coupled with failure or uncomfortable situations.

e. When considering the needs and characteristics of the adult in a learning situation, it is necessary for a teacher or facilitator of adult learning to take into account the importance of various physical limitations. For example, auditory acuity reaches a peak when we are 10 to 14 years old and then begins its decline. Visual acuity reaches its peak sometime between early and mid-early teens and also decreases with age. Also, with increasing age some very gradual alterations in certain aspects of speech occur, such as the rate of speech, which tends to slow down.

2. Principles and Conditions of Adult Education

a. Because the needs of adult learners are different from those of youth, there must be corresponding differences in the teaching/learning environment in adult education. For example, due to some physical considerations as were discussed earlier, clear visual aids must be used and distractions and outside noises eliminated.

b. Since adults have a variety of concerns and responsibilities, they must have the opportunity to learn at their own speed and convenience.

c. Because of the strong motivation present in adults, the learning process must be active, with the learning tasks designed to ensure continuous progress.

d. Adults should be able to integrate what they are learning with what they already know, thereby utilizing their past experiences and making the situation more meaningful.

e. Adults' needs must be met with programs and materials which they find personally relevant. Permanent learning comes from rich experiences that are useful to the adult.

f. The atmosphere of the adult teaching climate should be more relaxed and informal. The successful teacher of adults is one who facilitates relevant learning experiences - one who is more a "peer among peers." The strict authority figure will not be comfortable or acceptable in the adult education situation. Rigidity violates the concept of flexibility, and does not allow emphasis on the individual in adult learning settings. The successful teacher of adults must not only be aware of these needs, but must integrate this knowledge in all relations with the adult learner.

3. Knowledge of Subject Matter

a. A third - major concern is knowledge of subject matter. It is very important that the teacher knows the subject matter from several points of view so that it can be presented at different levels of understanding - and in ways in which students are able to internalize the information presented.

b. Adults learn more effectively if the sequence of the material is logical; using examples and involving members of the class are important considerations. This poses a challenge to the teacher to present subject matter in an innovative and organized manner.

c. The teacher who uses childish materials in working with adults robs them of self-respect. In other words, the successful teacher of adults has command of the subject matter and presents the content so that it is meaningful to the learner.

4. Knowledge Of Self

a. A fourth concern for the successful teacher of adults is the self-knowledge which that teacher must possess. With an awareness of self, successful teachers are able to use themselves effectively in moment by moment interactions with others.

b. One might ask, What does the teacher believe about people? In order to relate to people in an adult teaching situation, it is important that a teacher believe in adults as persons and as individuals capable of learning.

c. It is necessary for the teacher to keep the individual in primary focus, not the methods or materials used. An open, honest approach is vital for accepting each adult for his/her own self.

d. Teachers of adults see some type of change in those with whom they work. But before a teacher can insist on change in others, he/she must also accept the need for self change as a process of self-improvement.

e. Good teachers use themselves as resources in achieving personal and student purposes. Here, once again, knowledge of self is important in knowing which methods and techniques fit your own personality and the subject matter. One method may not be applicable to all situations or appropriate for use by all teachers.

5. Display Of Critical Helper Behavior

a. Our fifth and final concern for the successful teacher of adults is the display of critical helper behavior. In other words, there are certain teacher behaviors which are vital to creating an atmosphere in which the adult student can be helped to meet his needs.

b. Without this atmosphere, even the best materials and teaching skills may be ineffective, and the learning experience may be unpleasant for the student.

c. Three very important helper behaviors are empathy, respect and genuineness. Without these, the teacher/learner relationship is weakened and subsequent learning is hindered.

d. You may wish to ask yourself such questions as: Are you open, honest and fair with your students? Do you respect each student as an individual? Do you try to see things from the student's point of view as well as your own?

e. Are you aware of non-verbal behavior? This awareness may enable you to respond more effectively to student needs and to interpret student reactions.

f. Do you, as a teacher, really listen to the student? A teacher who keeps student needs as a main focus listens not only for words but for meanings. Through careful listening, the teacher can build on topics of interest to students by incorporating other important subject matter.

* Learning Module: "Attributes of a Successful Teacher of Adults". (Slide tape presentation)
Regional Resource Team in Adult Teaching and Learning, Project ACT, Colorado State University, Fort Collins, Colorado. 1974.

IX. Culmination of Workshop I

Film: "Sound of My Own Name"
Life Skills Education
20 minutes

Party: Tamales
Nopolitos con huevos y queso
Guacamole Ensalada

Music: Christmas Carols (Spanish/English)